



## Equality Impact Assessment Guidance and Template

This form is intended to help you decide whether an Equality Impact Assessment (EqIA) is needed and, if it is, to carry out the assessment of impact.

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at [www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment](http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment)

EqIA is part of the University's general equality duty under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The Equality Act 2010 specifies the following 'protected characteristics': age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership. This form uses 'equality group' to mean persons who share a relevant protected characteristic.

The University has a general equality duty to have due regard to the **needs** to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Under the Scottish Regulations, the University has a specific duty – subject to relevance and proportionality - to assess the impact of applying proposed new or revised policies and practices against the needs above. 'Policy and practice' should be interpreted widely to include the full range of the University's policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services – essentially everything we do.

This form is a tool to help with screening and EqIA and is designed to lead you through the process through asking pertinent questions and giving examples. However, the law does not dictate a particular form for EqIA. The requirement is to actively consider how a policy or practice will meet the general equality duty, and take any necessary action. Wherever practicable, EqIA should be built into standard processes and tailored to the nature of the policies or practices involved.

It is, however, necessary to publish EqIA where the policy or practice is applied, so all EqIAs – in whatever format - should be sent to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk) for publication.

The form includes: some details about the policy/practice; a screening analysis to indicate whether full EqIA is required; and then a number of questions to enable full EqIA.

Answers should be recorded after the questions and the form can be expanded and supplemented as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the policy or practice to equality.

Once completed, this form will be the record of the screening and, where applicable, the EqIA of the policy or practice. All full EqIAs are published.

<p>A. Policy or Practice (name or brief description): Creation of a University web accessibility policy</p> <p><b>Update 2017: this is a review and update of the original EqIA</b></p> <p><b>Update 2019: this is a review and update of the original EqIA</b></p>
<p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none"><li>Proposed new policy/practice</li></ul> <p><b>Update 2017: this is a review and update of the original EqIA</b></p> <p><b>Update 2019: this is a review and update of the original EqIA</b></p>
<p>C. Person responsible for the policy area or practice:</p> <p>Name: <b>Dawn Ellis</b></p> <p>Job title: <b>Director</b></p> <p>School/service/unit : <b>University Website Programme, Web and communication, LTW, Information Services</b></p> <p><b>Update 2017 – Stratos Filalithis, acting Head of Website and Communications, is now responsible for this policy area.</b></p> <p><b>Update 2019 – Stratos Filalithis, Head of Website and Communications, is now responsible for this policy area.</b></p>
<p>D. Screening Analysis</p> <ol style="list-style-type: none"><li>Does the policy or practice affect primary or high level functions of the University? <b>Yes</b></li><li>Is the policy or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? <b>Yes</b></li><li>Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? <b>Yes</b></li></ol> <p>If the answer to any of these questions is 'Yes', an EqIA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.</p>
<p>E. Screening outcome</p> <p>Equality Impact Assessment required: <b>Yes</b></p> <p>Record notes about the screening process or outcome here.</p> <ul style="list-style-type: none"><li>If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out.</li></ul>

- If EqIA is not required, note plans for review, monitoring or other action (including the communication of any favourable equality impact).

The EqIA to be conducted prior to the implementation of the web accessibility policy will be carried out by Bruce Darby, Project Manager, University Website Programme with support from Viki Galt, Disability Information Officer, Information Services

**Update 2017 – Review conducted by Bruce Darby, Project Manager, Website and Communications with support from Viki Galt, Disability Information Officer, Information Services**

**Update 2019 – Review conducted by Bruce Darby, Project Manager, Website and Communications with support from Viki Galt, Disability Information Officer, Information Services**

#### F. Sign-off

Screening undertaken by (name(s) and job title(s)): Viki Galt (Disability Information Officer), Bruce Darby (Project Manager).

Accepted by (name): Dawn Ellis, Director, UWP

Date: 20/02/15

**Update 2017 – Stratos Filalithis, acting Head of Website and Communications, who has accepted this EqIA update.**

**Update 2019 – Stratos Filalithis, Head of Website and Communications, who has accepted this EqIA update.**

If EqIA is not being carried out, delete the remainder of this form and send the completed form to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk).

#### G. Equality Impact Assessment

Before assessing the policy/practice, ensure that you have a clear understanding of the purpose of the policy or practice, the context, the intended beneficiaries and the results aimed for.

In answering the questions below:

- Bear in mind that the extent of EqIA should be proportionate to the relevance of the policy/practice to equality. It may not be practicable or necessary to answer every question or address every potential scenario.
- Focus mainly on aspects of the policy/practice that are most relevant to the question, to ensure most attention is given to the most important areas.
- Relate answers to consideration of the available evidence and address any gaps or disparities revealed, where feasible without disproportionate effort. For new policies, assess potential impact.
- Describe any action identified to address any issues highlighted.
- Where there is potential for adverse impact, but the policy/practice will still be applied, indicate the rationale for that decision.

Initial/partial EqIA: in some circumstances - particularly for new policies/practices – there may be limited information on which to base EqIA. In these cases, the EqIA should be

carried out to the extent possible and should identify arrangements for monitoring/investigation of equality impact and for fuller EqIA in future.

Wholly positive impact: Some policies/practices may be viewed as having only positive equality impact. For these, consideration should still be given to ensure that no adverse impact is overlooked and to ensure that full advantage is taken of the positive impact, e.g. through effective communication. However, the effort involved in carrying out EqIA should not be excessive.

- Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA)? On what aspects of equality does the policy/practice particularly impact?

The long-term goal and intention of the policy is to state clear accessibility principles that all public and non-authenticated University of Edinburgh websites should follow. This would include any material associated with pages such as documents, audio or video.

The policy will show that the University of Edinburgh is committed to making all its web-based information and services as accessible as possible to the widest possible audience, including disabled users. The policy will ensure that guidance documents are created and maintained to provide support to those building and maintaining websites and associated material.

The web accessibility policy is in the process of being finalised. It has been to the Web Governance Group and been accepted. It will then move through the appropriate committees to get agreement that this can be put forward to be considered to become a University policy.

This policy will be of particular relevance to disabled visitors to public websites created and maintained by University of Edinburgh staff. We believe that the introduction of the policy will have a positive benefit by helping to ensure websites are accessible but by also raising the profile of accessibility. The policy will also be supported by a range of guidance and training. We will communicate the change by a variety of methods in order to ensure users are aware of this new development.

**Update 2017 – The policy has been finalised and passed through the University committee system. It was accepted by the University Court as a policy in June 2016. A link to the policy has been placed in the footer of every page of the centrally managed University website -**

**<http://www.ed.ac.uk/about/website/accessibility/accessibility-policy>**

**Update 2019 – The policy was updated during 2018 in the following ways:**

- **Some minor language changes as suggested by the University Information Technology Committee. It was felt that this would protect the integrity of the policy and stop it from being used in ways it might not have been intended.**
- **Change the wording to reference the latest version of the Web Content Accessibility Guidelines rather than referring to a particular version.**

**This went to the Knowledge Strategy Committee (KSC) 18 October 2018 and was passed.**

**A link to the policy still exists on the footer of every page of the centrally managed University website - <http://www.ed.ac.uk/about/website/accessibility/accessibility-policy>. These pages have all been updated to reflect these changes.**

- To which equality groups is the policy/practice relevant? Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

The protected characteristics under the Equality Act are (delete any that are not relevant):

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>.

In answering the questions below consider each of these equality groups. As part of this, consider diversity within, as well as between groups (e.g. different disabilities, different racial groups). Consider the implications of combinations of protected characteristics e.g. issues of relevance to women may vary once race, religion and age are taken into consideration. Also consider the impact on those with caring/family responsibilities (which tends to impact more on women).

The protected characteristic that this policy is particularly relevant is disability. We believe that the impact will be positive as it will help ensure that all content that is publically available will be made as accessible as possible. Current content that might not be fully meet the guidelines in the new policy will be upgraded as part of staffs regular viewing and updating of their webpages. The policy has the potential to impact on all 9 protected characteristics as it will be available to all visitors, staff and students; however we believe the only real impact will be on disability. There will be an impact on race as the policy and web pages will mostly be in English however this is the main teaching language of the University and if a request was made for the policy in an alternative language we would look to fulfil this. A plug in that can translate the web pages to some extent is in the process of being implemented.

#### **Update 2017 –**

- **It wasn't possible to implement the plugin due to technical difficulties. However it is possible to use Google Translate (<https://translate.google.com>) to translate the website into other languages. Just enter the web address into the text area and select the desired language.**

**The following relevant section has been taken from the Equality Impact Assessment for the centrally managed University of Edinburgh website.**

- **A regular audit is carried out (2 x yearly) using an automated service to give a quick check of a randomly selected set of web pages. Example audit at <http://bit.ly/2m3LdYt>**

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<sup>1</sup> Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

- A design strategist has been employed to develop the EdGEL design framework as a fully operating service. This will include a full accessibility review of all EdGEL design elements and the results of the audit will be completed by May 2017.
- A full manual accessibility audit of the website will be carried out immediately after the completion of the EdGEL accessibility audit to look in more detail at a representative sample of complete pages (rather than focusing on the elements) at their compliance to the WCAG 2.0 guidelines (<https://www.w3.org/TR/WCAG20/>). This will also look at the resources associated with website content e.g. Video and the custom components that can be added to the website e.g. degree finder searches on the University homepage. The audit will be completed by July 2017.
- Following on from the development of the policy and a subtitling investigation project an Information Services Subtitling Pilot project started in February 2017 using the new centrally run media service Media Hopper. Approximately 40 people have signed up to the pilot and submitted over 600 minutes of video. The pilot is using the automated subtitling service and will be reviewed at the end of the pilot in June 2017.
- A Head of Web Strategy and Technologies post has been created and appointed. Part of this work will be to create a comprehensive audit of the University's web estate (not just the sites managed by the central Content Management System EdWeb). This will allow the University to assess a number of issues including risk to non-compliance or for not fulfilling its obligations to certain legislation or to its reputation.

Update 2019 – The following relevant section has been taken from the Equality Impact Assessment for the centrally managed University of Edinburgh website.

A regular audit is carried out (2 x yearly) using an automated service to give a quick check of a randomly selected set of web pages. Example audit at <http://bit.ly/2F7QDdg>

- An additional accessibility audit of the website is carried out using the WAVE accessibility evaluation tool to look in more detail at a representative sample of complete individual pages for their compliance to the WCAG 2.1 guidelines.
  - 4 issues were detected and are in the process of being fixed:
    - Funnelback search has added a hidden drop down menu field to accommodate the auto-complete suggestions. This doesn't have an attached label so fails WCAG 2.1 criteria.
    - Undergraduate search field doesn't have an associated label. This is because the HTML purifier strips out the ID attribute.
    - Postgraduate search field doesn't have an associated label. This is because the HTML purifier strips out the ID attribute.
    - Funnelback search auto-complete suggestions does not have a sufficient colour contrast in the search text field.
- New legislation has come into force - Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. This highlights the need for a web accessibility statement and for web site resources e.g. video to be accessible as well as site content. The EdWeb web accessibility statement is reviewed every 6 months. It looks likely that an official statement template will be published by the UK government. Once this is released the EdWeb statement will need to be updated to comply. Also any known accessibility issues must be reported in the statement so this is currently outstanding.
- A second Information Services Subtitling Pilot project started in October 2018 using the University media service Media Hopper. The aim of the project is review processes and look to set up and fund a sustainable subtitling service for the University. The pilot is using the automated subtitling service but with the addition of employed student helpers to correct any errors and will be reviewed at the end of the pilot in summer 2019. This is important due to the

**fact that web resources must be accessible as well as the web site content as well.**

- **A Web Strategy was proposed and accepted in late 2018 and includes accessibility as one criteria that needs governance over the whole University web estate. A comprehensive web audit was carried out twice in 2018 with the aim of creating a 'score card' feedback system to help govern and support the web estate. A number of sites have been or are in the process of being retired which will improve the quality of the web estate. Software is being procured to aid the process and includes automated web accessibility checking. Information on the University Web Strategy - <https://www.wiki.ed.ac.uk/x/yJBZFQ>**
- **A new Head of Web Strategy has now been appointed for an additional 2 year post starting May 2019. Processes are being put in place to govern the University's web estate in order to continue to lower any risk in relation to non-compliance, for not fulfilling its obligations to certain legislation or that could damage its reputation.**
- **The Web Content Accessibility Guidelines version 2.1 AA is now the standard that will be used by the University website. The site is being reviewed to see if there is any impact from these new standards and if any remedial action is needed.**
  
- What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the policy/practice. Note: the resources put into collecting evidence should be proportionate to the relevance of the policy/practice to equality.

Although there has been no significant feedback or complaints from disabled users, we will continue to monitor this. There is a project currently in progress to enhance both the frontend publically facing website and the backend software that staff use to create content. It is planned to enhance the feedback mechanisms available to users which should raise the profile and importance of visitor feedback.

All feedback from users will be gathered and analysed to note any potential unexpected positive or negative impacts that need to be addressed.

A number of stakeholders have been asked to contribute to the policy:

- Student Disability Committee and its Technology and Information Subgroup which includes student representatives,
- Information Services Disability Information Officer
- The University Equality and Diversity Committee.

These groups include disabled users that have provided us with feedback. At present we feel we have sufficient evidence to proceed.

We have the Web Content Accessibility Guidelines version 2 as a standard for what disabled users need and require in general.

**Update 2017 – A number of changes have occurred over the past 2 years that are relevant to this policy. This is to ensure that the centrally managed website stays as accessible as possible:**

- **Carousel functionality removed from homepage as this was not accessible.**
- **User feedback - Part of the new design for search was highlighted as being inaccessible due to font style and size. Some changes were made (bold removed, font size increased) to make this more accessible.**
- **User feedback - Heading size was questioned in the new design for search as being too big. However it was decided to leave this as is it the larger size would benefit people with a visual impairment.**
- **Accessibility testing - A number of colour contrasts were found to fail the AA WAC guidelines. All the colour contrasts in the design were changed to ensure that they complied with the guidelines.**
- **Requirements gathering for enhancements for the Profile Content Type found some issues with the visibility of the keyboard focus for keyboard only users. One design element (accordion style menu in Profile Content Type) was found to have the focus missing completely. This is currently being addressed and should be deployed to the live service by June 2017. There are a number of flexible colour schemes that can be chosen for the website. It was found that some of these make the default keyboard focus too subtle. While the application is fully keyboard accessible the focus needs to be enhanced to fully comply with the WCAG 2.0 guidelines. This work is being assessed and will be addressed as part of the project to release the EdGEL design framework as a fully operating service.**

**Other than these there were no other comments/complaints related to any of the protected characteristics.**

**Update 2019 – No major changes needed to University website or EdGEL design framework as they are currently in a very stable state.**

**A review is currently being carried out in relation to the new Web Content Accessibility Guidelines which have moved to version 2.1. It's likely that some minor changes will be needed.**

- **Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular equality groups or give rise to indirect discrimination?**

**We do not foresee that the rollout of this policy could lead to any forms of prohibited conduct. In fact it's highly likely that this policy will reduce the chance of any potential discrimination by making web site content more accessible to all website visitors but especially disabled website visitors.**

**Update 2017 – we not believe that the policy has led to or will lead to any forms of prohibited conduct.**

**Update 2019 – we not believe that the policy has led to or will lead to any forms of prohibited conduct.**

- **Are reasonable adjustments built in where they may be needed?**

**We are currently looking at implementing an accessible plugin to the website that will allow for some reasonable adjustments to be more easily made by website visitors e.g. changing**

background colour, increasing font size, text to speech functionality. Also part of the policy clearly states that additional alternative formats of the policy and webpages will need to be supplied if requested. Information on how to do this is given on a website to assist staff asked to create alternative formats. If a user requests the policy in an alternative language we will do all we can to meet this request. A plug in that can translate the web pages to some extent is in the process of being implemented.

**Update 2017 – There have been no reports of any increase in demand for reasonable adjustments due to the policy being implemented. There have been no reports of requests for content or resources in alternative formats. However we should be more proactive in reviewing this demand and the web publishing community will be surveyed to see if there has been any requests for adjustments. We should also state this more explicitly on our website that alternative formats are available. This will be completed before the start of the next academic year 17-18.**

- It wasn't possible to implement the plugin due to technical difficulties. However it is possible to use Google Translate (<https://translate.google.com>) to translate the website into other languages. Just enter the web address into the text area and select the desired language.
- There is also a link to the BBC accessibility guidelines from <http://www.ed.ac.uk/about/website/accessibility/customising-site> that explains how to customise websites e.g changing background colour, increasing font size, text to speech functionality.

**Update 2019 – There have been no reports of any increase in demand for reasonable adjustments due to the policy being implemented. There have been some reports of requests for content or resources in alternative formats and these have been dealt with in a timely manner. The University website publishing community is contacted annually to check what requests have come in and the last survey was May 2018 so should be repeated in May 2019.**

**The link to the BBC accessibility guidelines was removed from the central University web pages as it was getting increasingly out of date. The page has been updated to point directly to browser information.**

**[Updated page – Customising our site](#)**

- Does the policy/practice contribute to advancing equality of opportunity<sup>2</sup>? Will it help to:
  - remove or minimise disadvantage
  - meet the needs of different equality groups
  - encourage increased participation of particular groups
  - take account of disabled people's impairments?

We believe that this policy will contribute to advancing equality of opportunity. Will give out a strong message that the University will enforce web accessibility to meet the needs of different equality groups. It will also lead to the provision of support, training, documentation and guidance on how to implement web accessibility so that when a web site is built it will always take account of a disabled person's impairments.

**Update 2017 - Secured funding (From Technology, Information and Communication sub-group of the Disability Committee) for advanced web accessibility training**

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<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership

**sessions for technical staff to enable developers to start using techniques to enhance the accessibility of web applications immediately. 60 people completed the training.**

**Update 2019 - Secured funding to extend the Head of web strategy post for an additional 2 years. Establishing governance processes for website management including accessibility continues to be an important focus of this role.**

- Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not<sup>3</sup>? Will it help to tackle prejudice and/or promote understanding?

We hope that by rolling this policy out we will demonstrate the seriousness by which Edinburgh University takes the needs of disabled users and the desire to make the websites they use as accessible as possible and to mainstream as many adjustments as possible.

**Update 2017 – Subtitling pilot project is raising awareness of the need to make website resources accessible as well as the website and the content itself.**

**Update 2019 – Second subtitling pilot project is raising awareness of the need to make website resources accessible as well as the website and the content itself.**

- Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the policy/practice? If so, what are they?

There could be an expectation that websites should be translated into different languages. However there is an expectation that the Universities business is carried out in English as this is the main teaching language of the university. The website plugin will help to alleviate this as well as there will be a translate option although this needs to be recognised that it does have its limitations.

**Update 2017 – It wasn't possible to implement the plugin due to technical difficulties. However it is possible to use Google Translate (<https://translate.google.com>) to translate the website into other languages. Just enter the web address into the text area and select the desired language.**

**Update 2019 – No change from above.**

Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? We do expect any difference in use of the webpages by any equality group. The policy is of course of particular relevance to disabled users as it deals with accessibility of the web pages for disabled users. Accessible web pages are often more useable web pages and therefore the policy is likely to benefit all users.

- Is any equality group excluded from participating in or accessing the service or functions? If so, why?

No, no equality group will be excluded by implementation of the policy.

**Update 2017 – no equality group will be excluded by implementation of the policy.**

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<sup>3</sup> This question does not apply to the protected characteristic of marriage or civil partnership.

**Update 2019 – no equality group will be excluded by implementation of the policy.**

- Does the policy/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income? Is the communication of the policy/practice accessible to all groups?

The policy should not create any barriers as it will only create more accessible content and won't restrict this content in any way. Communication regarding the rollout of the policy will be done in a variety of ways and channels and all communication will be available in alternative formats upon request. Training and supporting documents will also be made available to staff as another way of promoting and supporting the policy.

**Update 2017 - We have no evidence that the policy has created any barriers.**

**Update 2019 - We have no evidence that the policy has created any barriers.**

- How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?

The Student Disability Committee and the subgroup The Technology Information and Communication Subgroup and the Equality and Diversity Committee have reviewed and approved the policy. The Web Governance group has also given its support to the policy. All feedback from users will be gathered and analysed to note any potential unexpected positive or negative impacts that need to be addressed.

**Update 2017 – Recruitment of disabled students will start during 2017 for user testing as a final part of the EdGEL accessibility audit and the full website accessibility audit. This will be completed by July 2017.**

**Update 2019 – Recruitment of disabled students has continued to be difficult but a number of disabled staff have been used for testing when available and appropriate. Also there a number of staff who are skilled in using assistive technology who can also run testing when needed.**

- Are there any other points to note regarding the potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations? If so, note these here.

No

**Update 2017 – No other points to note.**

**Update 2019 – No other points to note.**

**H. Equality Impact Assessment Outcome**

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

Option 1: No change required – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.

State the reasons for this conclusion and the evidence used, if not already included in section G.

See the information provided in section G – we believe this change will have a positive impact on disabled users and foresee no potential discrimination, harassment or victimisation.

## **I Action and Monitoring**

1. Specify the actions required to implement the findings of this EqIA.

Staff will be alerted to the need to monitor any feedback to ensure any potential impact (positive or negative) is noted and acted on as appropriate and the need for all communication about the roll out to be provided in alternative formats upon request. A range of communication methods will be used to alert users to the new policy.

### **Update 2017 – continue to review feedback and comments**

**Review the findings from the subtitling pilot project in Media Hopper and take appropriate action as required.**

**Undertake disabled user testing as mentioned above.**

### **Update 2019 – continue to review feedback and comments**

**Review the findings from the second subtitling pilot project in Media Hopper and take appropriate action as required.**

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

All feedback will be monitored to see if any issues regarding equality and diversity are being highlighted. Part of the policy explicitly states that feedback mechanisms must be in place on websites that any issues can be raised and subsequently addressed.

3. When will the policy/practice next be reviewed?  
In November 2015

**Update 2017 – No changes have been made to the policy during the past year. This should be reviewed during 2017 and then every 12 months.**

**Update 2019 – No changes have been made to the policy during the past year. This should be reviewed during 2019 and then every 12 months. Next review date November 2019**

## **J. Publication of EqIA**

EqIAs are published on the Equality and Diversity website.

There is a statutory requirement to publish EqIAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication.

Can this EqIA be published in full, now? **YES**

If No – please specify when it may be published or indicate restrictions that apply.

#### **J. Sign-off**

EqIA undertaken by (name(s) and job title(s)): Bruce Darby (Project Manager)

Accepted by (name): Dawn Ellis, Director

Date: 20/02/15

**Update 2017 – Bruce Darby, Project Manager, Website and Communications undertook the EqIA.**

**Stratos Filalithis, acting Head of Website and Communications, has accepted this EqIA.**

**Update 2019 – Bruce Darby, Project Manager, Website and Communications undertook the EqIA.**

**Stratos Filalithis, Head of Website and Communications, has accepted this EqIA.**

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)